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ABSTRACT

Survey results document patterns of, and reasons for, supplemental employment among Alabama public school teachers. For background information, the respondents' opinions of education and other public services in Alabama, of teaching as a career, and of teacher salaries are also examined. Following a description of the survey process, in which 504 teachers were interviewed by telephone, generalizations about the data are presented. Findings on the following topics are reported: (1) teachers' satisfaction with education and other services; (2) their satisfaction with teaching as a profession; (3) their satisfaction with teacher salaries in general and with their own salaries; (4) employment patterns of all teachers, of those who had held supplemental jobs within the past year, and of those who had held supplemental jobs but not within the past year; and (5) respondents' plans for the upcoming summer of 1984. Data on employment patterns in the total population and the two subgroups include, where applicable, reasons for taking or not taking second jobs; group characteristics; number and types of jobs held; length of time, time of year, and number of hours worked; and amount or percentage of income earned through supplemental employment. Following the narrative presentation, two sets of tables provide detailed breakdowns of survey responses. (MCG)

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SUPPLEMENTAL EMPLOYMENT AMONG ALABAMA TEACHERS

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SEPTEMBER 1984

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SUPPLEMENTAL EMPLOYMENT AMONG ALABAMA TEACHERS

Introduction

This report presents the results of a survey examining the extent to which Alabama teachers supplement their incomes with additional employment. Those who have taken supplemental jobs were asked specific questions about their past and current employment behavior. Additionally, those who have not supplemented their teaching incomes by taking non-teaching jobs were asked their reasons. Teachers were also asked how satisfied they are with (1) education in Alabama, (2) teaching as a profession, and (3) teachers' salaries.

The Capstone Poll conducted this survey under a contract from the Southeastern Regional Council for Educational Improvement. Telephone interviews were completed with 504 teachers whose names were obtained from a randomly selected list provided by the Council. The interviews were conducted between July 8 and August 3, 1984.

In conducting this study a representative of the Capstone Poll first telephoned the school and/or school system of each teacher listed in the sample. The purpose of this call was to obtain the home telephone numbers of the respondents. Most schools and school systems cooperated with the request. However, some schools or school systems refused to divulge the home telephone numbers of their employees. Of those not cooperating, a few did agree to contact the selected respondent and ask him/her to make a collect call to the Capstone Poll. When these respondents called the Poll, they were told the purpose of the teacher labor market study and were asked for their home telephone numbers so that they could be contacted by a Capstone Poll interviewer. Each respondent who called the Poll agreed to participate in the study.

Because some school systems refused to participate in the study, despite several attempts by both the Capstone Poll and the Southeastern Regional Council for Educational Improvement, the respondents interviewed may not constitute a representative sample of all public school teachers in the state. Appendix A contains information about the respondents participating in this study. Interested readers can examine the representativeness of the sample by comparing this information to other data about Alabama public school teachers. Appendix B contains information about the Capstone Poll.

Relationships between responses to questions contained in the survey and teachers' demographic characteristics are reported in this study. For purposes of readability, however, the tables showing these crosstabulations are not presented here. Copies of these statistical tables are available from the Southeastern Regional Council.

Evaluation of Education in Alabama

Table 1 displays the results of a series of questions in which respondents were asked to rate several aspects of life in Alabama. It is seen that teachers are generally satisfied with the quality of education in the state. About 69 percent say that they are either "satisfied" or "very satisfied" with the quality of primary and secondary schools in the state. An even higher number (84 percent) are satisfied with the quality of higher education in Alabama.

Teachers also give relatively high ratings to the quality and availability of health care, and to the quality of government in the state. Specifically, between 78 and 83 percent of the respondents are either satisfied or very satisfied with these aspects of Alabama. About 51 percent report satisfaction with the quality of roads and bridges in Alabama. Most teachers are, however,

dissatisfied with the cost of health care (74 percent) and the cost of utilities (63 percent).

Evaluation of Teaching as a Profession

Respondents in this survey clearly like teaching. When asked to rate their overall satisfaction with teaching as a career, most respondents (86 percent) describe themselves as either "satisfied" or "very satisfied" (Table 2). Teachers in rural areas are somewhat more satisfied with teaching as a career than are their urban counterparts. Interestingly, neither income from teaching nor total family income affects satisfaction with teaching as a career.

Evaluation of Teachers' Salaries

While most respondents feel positively about teaching as a career, they are dissatisfied with the salaries paid to teachers. About three-quarters of the respondents (72 percent) say that they are either "dissatisfied" or "very dissatisfied" with the level of teacher salaries. Science, English and social studies teachers are the most dissatisfied with the overall level of teacher salaries.

Additionally, about two-thirds of the respondents report dissatisfaction with their own salaries. Respondents between the ages of 30 and 50, those with dependents, blacks, males, the formerly married, and those who teach math or science are the most dissatisfied with their salaries.

Overall Supplemental Employment Patterns

Respondents were asked whether they had ever supplemented their teacher salaries by taking other jobs during either the school year or the summer. A majority (55 percent) reply that they have done so (Table 3). The main reason for taking another job is the additional money; 86 percent of those who have held non-teaching jobs give this as the reason. Other reasons mentioned (none

by more than 4 percent of the respondents) include self-improvement, job advancement, a use for extra time, and helping others (Table 3).

Those over the age of 30 or with more teaching experience are more likely to have supplemented their incomes, as are those with advanced degrees. Males, urban residents, those with large numbers of dependents, and the formerly married are also more likely to have taken additional jobs. The differences between men and women is particularly striking; 86 percent of male teachers have supplemented their incomes while only 48 percent of female teachers have done so.

As seen in Table 4, satisfaction with the quality of primary and secondary schools in Alabama is unrelated to whether or not an individual has taken a supplemental non-teaching job. However, satisfaction with teaching as a career, overall teachers' salaries, and an individual's own salary are related to supplemental employment behavior. Those who are dissatisfied with these aspects of teaching are more likely than others to have held a non-teaching supplemental job.

Those who have never taken supplemental jobs were asked their reason for not doing so. Table 5 shows the reasons given, grouped by general category. Lack of financial need, often because of a spouse's additional income, accounts for 36 percent of the reasons. A second group of respondents (32 percent) say that they enjoy having some time off for other activities. Twenty-three percent feel that they do not have the time for an additional job, with some mentioning specific other commitments. A relatively small number (7 percent) reply that no jobs are available to them.

Employment Patterns in Previous Year

Teachers who have worked at supplemental jobs were asked specifically about last year's employment. As shown in Table 6, half (51 percent) of those who have ever had supplemental jobs have taken a job in the last twelve months in order to supplement their salaries. Those most likely to have worked at additional jobs last year are male, white, urban, under the age of 50, and with relatively fewer years of teaching experience. The formerly married and those with several dependents are also more likely to have worked at supplemental jobs during the last year. Mathematics teachers are most likely to have recently held additional positions compared to teachers in other areas of specialization. Paradoxically, those at higher teacher salary levels are somewhat more likely to have held outside jobs recently. Perhaps these higher salaries are achieved at a time of life when financial burdens are also at their peak.

Those who have worked at additional jobs in the past year were asked to specify whether these were summer positions or jobs during the school year. Table 6 also shows the results. Six percent held jobs only during the school year, 39 percent held only summer jobs, and the majority (54 percent) worked during both periods.

Most likely to report working both during the summer and the academic year are teachers who are single, white, male, or with relatively more teaching experience. Math and science teachers are especially likely to report year-round supplemental employment (75-77 percent of those who answered this question worked during both periods).

Table 7 shows the number of supplemental jobs which teachers report holding in the past twelve months. Most have held only one additional position

(74 percent), but a fifth (21 percent) have held two supplemental jobs in addition to their teaching responsibilities and six percent report three or more such jobs. Those most likely to have held more than one supplemental job are generally from urban areas and are teachers of math or science. They also have many dependents, and lower incomes.

Table 7 also lists the types of jobs held by general category. Because some teachers held more than one position last year, the table percentages sum to over 100 percent. Most popular as adjunct employment are additional teaching or tutoring positions (36 percent). Service and sales positions are tied for second, with a quarter of the group reporting each of these types of jobs. Jobs in coaching and recreation and work in factories or as a laborer account for 16 percent each. Ten percent have held clerical positions.

Respondents who have worked at a supplemental job in the past twelve months were asked how long they have held such a job (Table 8). The most frequent response is in the one-to-three month range (37 percent), probably because of the large percentage of summer jobs. However, a third have had jobs for over six months, and a fifth had been employed at a second job for the entire preceding year. Males and those having advanced degrees report working more weeks out of the year. Over a quarter (27 percent) of those with advanced degrees worked the entire year at supplemental jobs, versus 2 percent of those with bachelor's level degrees.

Those with recent supplemental jobs were also asked how much they had earned from non-teaching jobs during the last twelve months. Two-thirds (65 percent) report earning less than $2500, with 22 percent earning $500 or less in supplemental income. Only 9 percent earned over $5000 from their non-teaching

jobs (Table 9). Accordingly, half of those with supplemental income report that it constituted 5 percent or less of their total income last year.

Employment in Previous Years

Teachers who have held supplemental jobs in other years were also asked about their employment histories. Table 10 shows the results for those who have worked in years other than the past twelve months. As comparison with Table 5 shows, those employed in previous years are more likely to have worked only in the summer (61 percent have done this, versus 39 percent of those currently supplementing their income).

Most of those who have taken supplemental jobs only in former years report that these jobs were in the teaching or tutoring area (39 percent). This figure (Table 10) is roughly the same as the figure for those working this year (36 percent, shown in Table 7). Comparison of the two tables shows that those currently supplementing their income are slightly more likely to work in tutoring, clerical jobs, and manufacturing or laborer positions and slightly less likely to be involved in recreation, sales, or service jobs than are those working formerly. Those not taking supplemental jobs within the last year have typically worked between 11 and 20 hours per week at their supplemental positions (38 percent; see Table 11). They are less likely than the currently employed to have worked six months or longer at a job (24 percent versus 34 percent of those in Table 8). Those with former supplemental jobs have gained a somewhat higher percentage of their incomes from such work than do the currently employed. A comparison of Tables 9 and 11 shows that supplemental income accounted for more than 5 percent of total income for 65 percent of the formerly employed versus 51 percent of the current employees.

Plans for the Summer

Finally, all respondents were asked about their plans for the summer of 1984 (Table 12). About two-thirds said that they plan to travel (67 percent) or participace in professional development activities (64 percent). Twenty-two percent plan to take a non-teaching job and 9 percent plan to teach summer school. A fifth (20 percent) say that they will enroll in school for additional classwork.

Those most likely to plan summer jobs are teachers from urban areas, males, and those with salaries over $22,000. Those in the areas of mathematics and physical education/health are more likely to work in a non-teaching job rather than in summer school, as are those teachers with advanced degrees.

Table 1*

"First how satisfied are you with the following aspects of life in Alabama? Are you very satisfied, satisfied, dissatisfied or very dissatisfied with the -

	VERY SATIS-FIED	SATIS-FIED	DIS-SATIS-FIED	VERY DISSATIS-FIED	TOTAL	N
1) Quality of colleges and universities	12%	72	15	1	100%	497
2) Availability of health care	10%	73	15	2	100%	502
3) Quality of government	4%	76	18	2	100%	497
4) Quality of health care	7%	71	20	3	100%	502
5) Quality of primary and secondary schools	8%	61	27	4	100%	496
6) Quality of bridges and roads	2%	49	43	6	100%	504
7) Cost of utilities	2%	34	47	16	100%	500
8) Cost of health care	1%	25	58	16	100%	500

*Missing data deleted in this and following tables. Percentages may not sum to 100 percent because of rounding error.

Table 2

"Are you very satisfied, satisfied, dissatisfied or very dissatisfied with teaching as a career?"

VERY SATISFIED	36%
SATISFIED	50
DISSATISFIED	12
VERY DISSATISFIED	2
TOTAL	100%
N	501

"Are you very satisfied, satisfied, dissatisfied or very dissatisfied with teachers' salaries in general in Alabama?"

VERY SATISFIED	2%
SATISFIED	26
DISSATISFIED	51
VERY DISSATISFIED	21
TOTAL	100%
N	504

"Are you very satisfied, satisfied, dissatisfied or very dissatisfied with your salary as a teacher?"

VERY SATISFIED	1%
SATISFIED	32
DISSATISFIED	50
VERY DISSATISFIED	17
TOTAL	100%
N	504

Table 3

"Now we are interested in finding out what, if anything, individuals do to supplement their teacher salaries. Have you ever supplemented your teacher salary by taking other jobs either during the school year or during the summer?"

YES	55%
NO	45
DK/NA	0
TOTAL	100%
N	502

"Why did you take this other job?"*

Need more money	86%
Job advancement	2
Something to do/had time	4
Self improvement	4
To help others	3
Other	1
TOTAL	100%
N	271

*Asked to those who have had supplemental jobs.

Table 4

Supplemental employment by satisfaction with primary and secondary schools in state, teaching as a career, overall teacher salaries and own salary as teacher.

	Ever had supplemental job			
Primary and secondary schools in state	Yes	No	Total	N
Very satisfied/Satisfied	55%	45	100%	341
Dissatisfied/Very dissatisfied	55%	45	100%	153
Teaching as a career				
Very satisfied/Satisfied	53%	47	100%	428
Dissatisfied/Very dissatisfied	66%	34	100%	71
Teachers' Salaries				
Very satisfied/Satisfied	43%	57	100%	141
Dissatisfied/Very dissatisfied	60%	40	100%	361
Own Teacher Salary				
Very satisfied/Satisfied	42%	58	100%	165
Dissatisfied/Very Dissatisfied	61%	39	100%	337

Table 5*

"Can you tell me why you have not supplemented your teacher salary by taking on other jobs?"

No need for extra income	21%
Spouse works	15
Do not want to work	10
Enjoy time off	8
Be with family	10
Want vacation/work on hobby	5
No time available	8
Have small children	9
Enrolled in school	6
No jobs available	7
TOTAL	100%
N	185

*Asked to those who never have had a supplemental job.

Table 6

"Have you taken another job in order to supplement your teacher salary during the last 12 months?"*

YES	51%
NO	49
TOTAL	100%
N	209

"Did you do this during the school year, during the summer or both?"**

SCHOOL YEAR	6%
SUMMER	39
BOTH	54
TOTAL	100%
N	138

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*Asked to those who have had supplemental jobs.

**Asked to those who have had supplemental jobs within last year.

Table 7*

"During the last 12 months, how many non-teaching jobs have you had?"

ONE	74%
TWO	21
THREE +	6
TOTAL	100%
N	129

"What type of job(s) was/were this/these?"**

Teaching, tutoring	36%
Service	26
Sales	25
Recreation/coaching	16
Manufacturing/labor	16
Clerical	10
Other	5
N	129

*Asked to those who have had supplemental jobs within last year.

**Sums to more than 100 percent because multiple answers allowed.

Table 8*

"During the last 12 months, how many weeks have you had a non-teaching job?"

1-4 weeks	16%
5-12 weeks	37
13-26 weeks	12
27-51 weeks	13
52 weeks	21
TOTAL	100%
N	123

MEAN = 22 weeks

MEDIAN = 12 weeks

---

*Asked to those who have had supplemental jobs within last year.

Table 9*

"About how much did you earn from your non-teaching job during the last 12 months?"

$0-500	22%
$501-1,000	16
$1 001-2,500	27
$2,501-5,000	25
5,000 +	9
TOTAL	100%
N	110

"About what percent of your total income came from non-teaching jobs?"

1-5 percent	49%
6-20 percent	26
21+ percent	15
TOTAL	100%
N	106

*Asked only to those who have taken supplemental jobs within last year.

Table 10*

"When you did supplement your teacher salary with a non-teaching job, did you have the job during the school year, during the summer or both?"

SCHOOL YEAR	7%
SUMMER	61
BOTH	32
TOTAL	100%
N	119

"What type of jobs were these?"**

Teaching/tutoring	39%
Sales	20
Service	15
Clerical	13
Recreation/coaching	12
Manufacturing/labor	12
Other	7
N	120

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*Asked to those who have not taken supplemental jobs within last year.

**Sums to more than 100 percent because multiple answers allowed.

Table 11*

"When you had these non-teaching jobs, about how many hours per week on the average did you work?"

0-10 hours	16%
11-20 hours	38
21-39 hours	22
40+ hours	23
TOTAL	100%
N	115

"When you had these non-teaching jobs, about how many weeks per year did you work on the average?"

1-9 weeks	35%
10-25 weeks	41
26 + weeks	24
TOTAL	100%
N	116

"When you had these non-teaching jobs, about what percent of your total income came from the non-teaching jobs?"

1-5 percent	35%
6-20 percent	48
21 + percent	17
TOTAL	100%
N	105

*Asked only to those who have not taken supplemental jobs within last year.

Table 12

"Now I would like to know what you have done, or are planning to do, this summer. Have you, or do you plan to, do any of the following?"

	YES	NO	TOTAL	N
Teach summer school	9%	91	100%	502
Take a non-teaching job	22%	78	100%	502
Go to school	20%	80	100%	502
Participate in other professional development activities	64%	36	100%	500
Travel	67%	33	100%	501

APPENDIX A

"In what county do you teach?"

Autauga	2%	Henry	1
Baldwin	2	Houston	3
Barbour	1	Jackson	3
Bibb	0	Jefferson	17
Blount	1	Lamar	0
Bullock	1	Lauderdale	2
Butler	1	Lawrence	1
Calhoun	4	Lee	1
Chambers	1	Limestone	2
Cherokee	0	Lowndes	0
Chilton	1	Macon	1
Choctaw	0	Madison	1
Clarke	1	Marengo	1
Clay	0	Marion	0
Cleburn	0	Marshall	3
Coffee	2	Mobile	7
Colbert	1	Monroe	1
Conecuh	0	Montgomery	5
Coosa	0	Morgan	2
Covington	0	Perry	0
Crenshaw	0	Pickens	0
Cullman	1	Pike	1
Dale	1	Randolph	1
Dallas	1	Russell	1
DeKalb	2	St. Clair	1
Elmore	1	Shelby	2
Escambia	0	Sumter	0
Etowah	3	Talladega	2
Fayette	1	Tallapoosa	2
Franklin	2	Tuscaloosa	4
Geneva	1	Walker	1
Greene	0	Washington	1
Hale	1	Wilcox	0
		Winston	0
		Total	100%
		N	504

Where teach

Urban County*	34%
Rural County	66
Total	100%
N	504

Grades teach**

K-6	53%
7-9	17
10-12	30
Total	100%
N	502

Subject teach

All	44%	Art-Music	5
P.E.-Health	7	Reading-Speech	5
English	10	Other	1
Social Studies	9	Total	100%
Math	11	N	494
Science	6		
Language	1		
Business-Typing	2		

"How many years have you been teaching?"

0-9	32%
10-15	35
16+	33
Total	100%
N	500

"What was your age on your last birthday?"

23-30	16%
31-40	47
41-50	23
51+	14
TOTAL	100%
N	494

"What is the highest grade or year of school you completed?"

Less than Bachelor Degree	1%
Bachelor Degree	39
Advanced Degree	60
Total	100%
N	503

"What is your marital status?"

MARRIED	78%
SINGLE	13
WIDOWED	2
DIVORCED	6
SEPARATED	0
TOTAL	100%
N	503

"How many dependents do you have in your household?"

0	24
1	26
2	27
3	13
4+	10
TOTAL	100%
N	500

Total family income

Less than $10,000	0%
$10-13,000	2
$14-17,000	12
$18-21,000	16
$22-25,000	11
$26-29,000	8
$30-33,000	16
$34-37,000	10
$38-41,000	11
$42-45,000	5
OVER $45,000	9
TOTAL	100%
N	407

Teacher salary

LESS THAN $10,000	0%
$10-13,000	7
$14-17,000	54
$18-21,000	33
$22-25,000	4
$26-29,000	1
OVER $29,000	-
TOTAL	100%
N	486

Race

WHITE	75%
BLACK	25
OTHER	1
TOTAL	100%
N	502

Sex

MALE	18%
FEMALE	82
TOTAL	100%
N	504

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*Teachers were coded as being in an urban county if they taught in Jefferson, Madison, Mobile, Montgomery or Tuscaloosa Counties.

**Individuals teaching at more than one level were placed into the category to which most of their teaching occurred. Individuals teaching equally at two levels were placed into the higher category.

APPENDIX B

The Capstone Poll was created in 1980 to serve as a center for the systematic collection of information about Alabamians' opinions, beliefs and values. Of particular interest are those issues having impact on the social, economic and political policies of the local community, the state and the nation as a whole.

The Poll is jointly sponsored by the Center for Administrative and Policy Studies and the School of Communication at the University of Alabama. The teacher supplemental employment study was directed by Dr. Patrick Cotter, Associate Director of the Capstone Poll. The Poll is under the general supervision of Dr. Philip Coulter, Director of the Center for Administrative and Policy Studies, and Dr. James Stovall, Director of the Communication Research and Service Center. Dr. Betty Hardee is the Assistant Director of the Poll.